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ABSTRACT

This Fort Bend (Texas) social studies curriculum guide for fourth grade covers six six-week periods, and the 13 course outlines include the topics to be covered, the main goals and their supporting objectives, and a materials correlation key. The 13 topics include map skills, personal, social, and civic responsibility, forest, desert, plains and mountain regions, regions working together, Texas and its neighbors, Texas history, modern Texas, economics, and forests, parks, wildflowers, and wildlife. An Objectives Correlation Key describes the decimal system used to distinguish between main and supporting objectives. Materials correlated within the outlines are "States and Regions" (Silver Burdett), "Globe Skills Learning Center" (Cram), "Childcraft Encyclopedia" (World Book), "Texas" (Graphic Learning), "Texas Almanac" (Dallas Morning News), and "World Almanac" (Doubleday). This guide also contains sample assessment items for each objective presented under each topic. (DJC)

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SOCIAL STUDIES

CURRICULUM GUIDE

Grade Four

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1985-86

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INTRODUCTION

This curriculum guide is designed by the Fort Bend ISD Curriculum Department with the assistance of classroom teachers.

In FBISD, a curriculum guide is a document that prescribes the content, materials and teaching sequence of a subject or course. While the given sequence should be followed, variances may occur, based on teacher judgment, when necessary to meet student needs and standardized testing dates. Teachers are expected to cover the objectives in a given subject or course because the objectives incorporate the essential elements.

PURPOSE OF CURRICULUM GUIDES

1. TO ASSIST TEACHERS IN PLANNING AND CONDUCTING EFFECTIVE INSTRUCTION THAT COMPLEMENTS THE HIGH YIELD LEARNING APPROACH IN FORT BEND INDEPENDENT SCHOOL DISTRICT.

2. TO ASSIST PRINCIPALS, COORDINATORS, DEPARTMENT HEADS, AND TEAM LEADERS IN EVALUATING CLASSROOM TEACHING AND THE RESULTS OF LEARNING.

3. TO PROVIDE CONSISTENT LEARNING STANDARDS FOR COURSES OFFERED IN FORT BEND INDEPENDENT SCHOOL DISTRICT.

COMPONENTS OF THE GUIDE

THE FOUR COMPONENTS IN FBISD CURRICULUM GUIDES ARE LISTED BELOW:

COMPONENT 1

COURSE OUTLINE

This component consists of a listing of the TOPICS that comprise the major content of the course and outline the semester and/or year's work. In addition to the topics of the course, the MAIN OBJECTIVES AND SUPPORTING OBJECTIVES of the course are delineated.

MATERIALS CORRELATION

A second part of component 1 is a MATERIALS CORRELATION which specifies the key materials for the course. These materials generally are the state-adopted textbooks. Available supplementary materials as well as materials that have been developed by the district expressly for the course may be referenced.

COMPONENT 2

ASSESSMENT

Sample assessment items for each six weeks are provided as clarifications of objectives and aids in the construction of teacher-made tests.

COMPONENT 3

SAMPLE LESSONS

The sample lessons reflect the district's HIGH YIELD TEACHING model. These lessons provide instructional guidelines based on the lesson cycle.

COMPONENT 4

EXPANDED MATERIALS CORRELATION

An expanded materials correlation ties resource materials (i.e., films, labs, kits, software) to the outline. This listing is pertinent to the successful attainment of the course objectives.

Note: Components 3 and 4 are not included in this document.

SOCIAL STUDIES - GRADE FOUR
TOPICS

FIRST SEMESTER

First Six Weeks

Map Skills
Personal, Social and
Civic Responsibility
Civics (Government)

Second Six Weeks

Forest Regions
Desert Regions

Third Six Weeks

Plains Regions
Mountain Regions

SECOND SEMESTER

Fourth Six Weeks

Regions Working Together
Texas and Its Neighbors

Fifth Six Weeks

Texas History

Sixth Six Weeks

Modern Texas
Economics

Forests, Parks, Wildflowers
and Wildlife

MATERIALS CORRELATION KEY

Code	Publisher	Title
BLM	Silver Burdett	States and Regions Blackline Masters
C	Cram	Globe Skills Learning Center
CE	World Book	Childcraft Encyclopedia
CT	Silver Burdett	States and Regions Chapter Tests
G	Graphic Learning	Texas Teacher's Guide

MATERIALS CORRELATION KEY

Code	Publisher	Title
GBLM	Graphic Learning	Texas Blackline Masters
OM	Silver Burdett	States and Regions Outline Maps
S	Silver Burdett	States and Regions Student Text pages
STE	Silver Burdett	States and Regions Teacher's Edition pages
TA	Dallas Morning News	Texas Almanac
WA	Doubleday	World Almanac
WB	Silver Burdett	States and Regions Workbook

OBJECTIVES CORRELATION KEY

.00	Main objectives are in caps, identified as .00 objectives, and found at the top of a sequence of objectives. The main objectives state the general learning outcome of instruction.
.01, .02, etc.	Supporting objectives are listed below the main objectives and identified as .01, .02, .03, etc. objectives. These objectives indicate specific behaviors acceptable as evidence of the attainment of the main objectives.
B	Objective numbers that contain a B are Basic objectives. Basic objectives are taught and tested. Students should master Basic objectives.
D	Objective numbers that contain a D are Desirable objectives. Desirable objectives are taught to all students and are expected to be mastered by most students.
E	Objective numbers that contain an E are Enrichment objectives. Enrichment objectives are taught to most students with mastery expected of students who are capable of attaining higher levels of skills and concepts.
+	Objective numbers that contain a + are objectives tested on TEAMS.
*	Objective numbers that contain a * are objectives tested on ITBS.

COURSE OUTLINE

Social Studies - Grade Four | 1st Six Weeks

OBJECTIVES	MATERIALS CORRELATION
MAP SKILLS	
*01.00 DEMONSTRATES AN UNDERSTANDING OF LATITUDE AND LONGITUDE	S 14-17; G 7 C Unit 3
01.01B Identifies lines of latitude	S 14; G 16; C Unit 3
01.02B Identifies lines of longitude	S 17; G 7; C Unit 3
01.03B Defines the prime meridian as a line of longitude, meridian	S 17
01.04B Defines the equator as a line of latitude, parallel	S 15; C Unit 3
01.05B Locates the prime meridian on a variety of maps	S 15
01.06B Locates the prime meridian on a globe	C Unit 3
01.07B Locates the equator on a variety of maps	S 15
01.08B Locates the equator on a globe	C Unit 3
01.09B Explains the purpose of latitude and longitude	
01.10B Locates places on a state map using given coordinates	G 6
01.11E Gives coordinates of latitude and longitude of places on a state map--Brownsville, Dallas, El Paso	
01.12E Locates places on the globe using latitude and longitude	C Unit 3

OBJECTIVES		MATERIALS CORRELATION
*02.00	DEMONSTRATES THE KNOWLEDGE THAT A MAP IS DRAWN TO SCALE AND THAT DIFFERENT MAPS HAVE DIFFERENT SCALES	G 8; S 8
02.01B	Defines scale	S 300; G 8; C 4
02.02B	Identifies scales on a variety of maps	G 8
02.03D	Uses scales on various maps to calculate distances	G 8; S 9, 18-19
*03.00	USES MILEAGE NUMBERS ON A ROAD MAP TO CALCULATE DISTANCES	
03.01B	Identifies location of mileage numbers on a map	
03.02B	Calculates distances from point to point on a map	
*04.00	DEMONSTRATES AN UNDERSTANDING OF THE USES OF VARIOUS KINDS OF MAPS	
04.01B	Identifies landforms found on a physical map	
* 04.02D	Determines the directional flow of a river	
* 04.03B	Gives cardinal directions from one point to another on a street map	
* 04.04D	Compares the distances of routes of travel on a street map--shortest, closest, longest, farthest	
* 04.05D	Compares the distances of routes of travel on a road map--shortest, closest, longest, farthest	

* ITBS + TEAMS

OBJECTIVES		MATERIALS CORRELATION
*05.00	DEMONSTRATES ABILITY TO INTERPRET VISUALS	
* 05.01B	Interprets pictures	S 26-27
* 05.02B	Interprets charts	S 54, 60, 75, 124, 127
* 05.03B	Interprets pictograph	S 21
* 05.04B	Interprets pie graph	S 22
* 05.05B	Interprets bar graph	S 23
* 05.06B	Interprets line graph	S 24
* 05.07B	Interprets tables	S 197
*06.00	DISTINGUISHES BETWEEN PERSONAL OPINIONS AND FACTUAL ACCOUNTS OF EVENTS IN SOCIAL STUDIES MATERIALS	
06.01B	Identifies personal opinions of events in social studies materials	
06.02B	Identifies factual accounts of events in social studies materials	

PERSONAL, SOCIAL AND CIVIC RESPONSIBILITY

07.00	DEMONSTRATES AN UNDERSTANDING OF THE RESPONSIBILITIES OF MEMBERSHIP IN VARIOUS GROUPS	
07.01B	Defines the term responsibility	
07.02B	Identifies responsibilities of various groups	
07.03B	Identifies responsibilities of leaders in various groups	
07.04D	Lists desirable qualities for an effective leader	
07.05B	Accepts the responsibilities of membership in various groups	

* ITBS + TEAMS

OBJECTIVES		MATERIALS CORRELATION
07.06B	Explains how groups influence individual behavior	
07.07D	Gives examples of positive and negative peer pressure	
07.08B	Knows individuals have the right to have differing opinions	
07.09B	Supports individuals' rights to have differing opinions	
08.00	DISTINGUISHES AMONG CITY, COUNTY, STATE AND NATION	C Trans 2711, 2712 TA
08.01B	Locates city in which they live on a Texas map	
08.02B	Locates county in which they live on a Texas map	
08.03E	Names cities which make up Fort Bend County	
08.04E	Identifies other counties in the area	
08.05B	Names state in which they live	G 1
08.06B	Locates Texas on a United States map	S 18-19
08.07B	Names nation in which they live	S 273
08.08B	Locates United States on a world map	S 270-271
08.09B	Names the continent on which they live	S 270-271

OBJECTIVES		MATERIALS CORRELATION
	CIVICS (GOVERNMENT)	
09.00	KNOWS THE BASIC FACTS OF THE LOCAL, STATE AND NATIONAL POLITICAL SYSTEM	
09.01B	Identifies the three branches of government--executive, legislative and judicial	
09.02B	Identifies executive, legislative, and judicial roles at local and state levels	
09.03B	Knows that most leaders of government are elected officials	
09.04B	Knows the name of current mayor of local community	TA
09.05B	Knows the name of current governor of Texas	TA
09.06B	Knows the name of the President of the United States of America	
09.07B	Knows the name of the Vice-President of the United States of America	
09.08E	Knows Texans elect representatives to the United States Senate	TA
09.09E	Knows Texans elect representatives to the United States House of Representatives	TA
09.10E	Knows Texans elect representatives to the Texas Senate	TA
09.11E	Knows Texans elect representatives to the Texas House of Representatives	TA
09.12D	Names location of the county courthouse	
09.13E	Knows purpose of county courthouse	
09.14E	Names location of the Supreme Court of Texas	TA
09.15D	Knows purpose of the Supreme Court of Texas	

OBJECTIVES	MATERIALS CORRELATION
09.16E Names location of Supreme Court of the United States of America	
09.17D Knows purpose of the Supreme Court of the United States of America	

* ITBS + TEAMS

COURSE OUTLINE

Social Studies - Grade Four | 2nd Six Weeks

OBJECTIVES	MATERIALS CORRELATION
FOREST REGIONS	
10.00 DESCRIBES THE NATURAL ENVIRONMENTS OF THE FOREST REGIONS OF WASHINGTON, HAWAII AND PUERTO RICO, SOVIET UNION AND AMAZON BASIN	
10.01B Defines the term natural environment	S 35
10.02B Locates forested regions on maps of the United States and the world	
10.03B Describes the forest region of Washington, Hawaii, Puerto Rico, Soviet Union, and the Amazon Basin	S 34-35, 50-52, 55-56, 61-62, 70, 77
10.04D Describes how the forested regions of the world are similar and different	S 34-35, 50-52, 55-56, 61-62, 70-77
10.05E Recognizes examples of types of trees in forests	
10.06B Describes variations in climate in forest regions	S 36-38, 53-55, 62, 68-69, 78-79
10.07B Distinguishes between types of forests--tropical rainforest, evergreen, coniferous	S 50-52
10.08B Identifies major landforms in forest regions	S 36, 53-54, 60
10.09D Knows how landforms and climates interact	
10.10B Describes how people adapt to their environment in their food, clothing, shelter in the forested regions	

OBJECTIVES		MATERIALS CORRELATION
11.00	DEMONSTRATES AN UNDERSTANDING OF FORESTS AS A MAJOR ECONOMIC RESOURCE IN THE U.S. AND THE WORLD	
11.01B	Recalls definition of natural resource	S 32
11.02E	Explains why trees are an essential natural resource	S 32, 38 55, 81-82
11.03D	Gives examples of industries related to forests and forest products in Washington, Hawaii, Puerto Rico, Soviet Union, and the Amazon Basin	
11.04E	Knows production process of trees to lumber	S 42-45
11.05B	Identifies significant products produced in Hawaii and Puerto Rico	S 55-56, 58-59, 64
11.06B	Identifies significant products produced in Soviet Union and the Amazon Basin	S 72-75, 81-83
11.07D	Compares economic resources of the forest regions	
12.00	DESCRIBES THE PEOPLE OF WASHINGTON, HAWAII AND PUERTO RICO, SOVIET UNION AND THE AMAZON BASIN	
12.01E	Describes the population of Washington	S 40-41
12.02E	Identifies the early settlers in Hawaii	S 56
12.03E	Describes the population of Hawaii	S 56
12.04D	Knows Puerto Ricans are American citizens	S 60
12.05E	Describes the population of Puerto Rico	S 63
12.06E	Describes the population of the Soviet Union	S 68
12.07E	Identifies the early settlers in the Amazon Basin	S 82
12.08E	Describes the population of the Amazon Basin	S 82
12.09D	Identifies traditions, customs, folkways of forest area people	

OBJECTIVES		MATERIALS CORRELATION
	DESERT REGIONS	
13.00	DESCRIBES THE NATURAL ENVIRONMENTS OF THE DESERT REGIONS IN WESTERN UNITED STATES, THE SAHARA AND THE ARABIAN PENINSULA	
13.01B	Describes characteristics of a desert	S 90
13.02B	Locates desert regions on the maps of the United States and the world	
13.03B	Lists deserts found in the Western U.S.	S 95
13.04B	Describes the deserts in the Western U.S., Sahara, Arabian Peninsula	S 94-95, 106 110, 118, 125-126
13.05E	Identifies vegetation in the desert regions	S 92, 108-109, 112, 121
13.06B	Identifies major landforms in desert region	S 103, 106, 110 112, 119-120, 125
13.07B	Describes climatic conditions in desert regions	S 90, 110, 126
13.08D	Knows how landforms and climate interact	
13.09B	Describes how people adapt to their environment in their food, clothing, shelter in the desert regions	
14.00	DEMONSTRATES AN UNDERSTANDING OF THE MAJOR ECONOMIC RESOURCES IN DESERT REGIONS	
14.01B	Identifies resources significant to the deserts in the Western U. S.	S 101-103 S 115-115
14.02B	Identifies resources significant to the Sahara and Arabian Peninsula	S 128-131
14.03D	Explains why the resources are significant to their specific area	

OBJECTIVES		MATERIALS CORRELATION
15.00	DESCRIBES THE PEOPLE IN THE DESERT REGIONS	
15.01E	Describes the legend of the Navajo	S 96
15.02E	Describes the population of the Painted Desert	S 97
15.03E	Describes the living conditions of the Navajo	S 97-98
15.04D	Describes the basic religious practices/beliefs of the Navajo	S 96 S 99
15.05D	Compares the Pueblo Indians and the Navajo	S 96
15.06E	Describes the population of the Mojave Desert	S 112
15.07E	Describes the population of the Sahara	S 122
15.08D	Describes the Moslems	S 122
15.09E	Describes the population of the Arabian Peninsula	S 126-127
15.10E	Compares the populations of the Painted Desert, Mojave, Sahara and the Arabian Peninsula	
15.11B	Identifies traditions, customs, folkways and religious beliefs of desert area people	
15.12D	Compares places of worship for Moslems of the Sahara and Bedouin of Saudi Arabia	S 122, 127

COURSE OUTLINE

Social Studies - Grade Four | 3rd Six Weeks

OBJECTIVES | MATERIALS CORRELATION

PLAINS REGIONS

16.00 DESCRIBES THE NATURAL ENVIRONMENTS OF THE CENTRAL PLAINS

16.01B	Locates Central Plains on a map of the U.S.	S 139
16.02D	Describes plain regions of Iowa, Kansas	S 141, 145
16.03B	Describes variations in climate in Central Plains	S 139-140
16.04B	Identifies major landforms in Central plains	S 136-139
16.05D	Knows how landforms and climate interact	
16.06D	Compares natural features of Iowa and Kansas	

17.00 DEMONSTRATES AN UNDERSTANDING OF ECONOMIC RESOURCES OF CENTRAL PLAINS

17.01B	Identifies economic resources in Iowa	S 142-144
17.02B	Identifies economic resources in Kansas	S 145-151
17.03E	Describes the steps of changing wheat to bread	S 147
17.04D	Compares economic resources in Central Plains	

18.00 DESCRIBES THE PEOPLE OF THE CENTRAL PLAINS

18.01E	Describes the population of Iowa	S 141
18.02E	Describes the population of Kansas	S 145
18.03B	Describes how people adapt to their environment in their food, clothing, shelter in the Central Plains region	

OBJECTIVES		MATERIALS CORRELATION
19.00	DESCRIBES THE NATURAL ENVIRONMENTS OF THE COASTAL PLAINS OF TEXAS, FLORIDA AND NEW JERSEY	
19.01B	Locates areas of Coastal Plains on a map of the U.S.	
19.02D	Describes a Coastal Plain	S 154
19.03D	Describes similarities and differences of Central and Coastal Plains	S 154-156
19.04B	Locates Texas on a U.S. map	
19.05B	Locates Florida on a U.S. map	
19.06B	Locates New Jersey on a U.S. map	
19.07B	Identifies climatic conditions in Texas, Florida, New Jersey	S 156-157, 163-169
19.08D	Compares climate in Texas, Florida, New Jersey	
19.09B	Describes how the Coastal Plains of Texas, Florida, New Jersey are similar and different	
20.00	DEMONSTRATES AN UNDERSTANDING OF THE ECONOMIC RESOURCES IN THE COASTAL PLAINS	
20.01B	Identifies major economic resources in Texas	S 157-158
20.02B	Identifies major economic resources in Florida	S 164-165
20.03B	Identifies major economic resources in New Jersey	S 172-173
20.04D	Compares economic resources in Texas, Florida and New Jersey	
21.00	DESCRIBES THE PEOPLE OF THE COASTAL PLAINS	
21.01E	Describes the population of Texas	S 160
21.02E	Describes the population of Florida	S 167-168
21.03E	Describes the population of New Jersey	S 170-171

OBJECTIVES		MATERIALS CORRELATION
22.00	DESCRIBES THE NATURAL ENVIRONMENTS OF THE PLAINS IN CHINA, KENYA AND AUSTRALIA	
22.01B	Locates China on a World Map	
22.02E	Describes the North China Plain	S 176
22.03B	Identifies major landforms in China, Kenya, Australia	S 176-180, 185-186, 189
22.04B	Identifies climatic conditions in China, Kenya, Australia	S 180, 192
22.05D	Knows how landforms and climate interact	
22.06B	Locates Kenya on a World Map	
22.07E	Describes the plains in Kenya	S 185
22.08D	Describes how the plains of Kenya and the North China Plain are similar and different	S 185
22.09B	Locates Australia on a World Map	
22.10B	Describes the coastal plain of Australia	S 192
22.11E	Compares seasons of Australia and United States	S 191
22.12D	Compares climates of North China, Kenya, Australia	
23.00	DEMONSTRATES AN UNDERSTANDING OF ECONOMIC RESOURCES OF CHINA, KENYA, AUSTRALIA	
23.01B	Identifies major economic resources in China	S 181-183
23.02B	Identifies major economic resources in Kenya	S 187-188
23.03B	Identifies major economic resources in Australia	S 195
23.04D	Compares economic resources of China, Kenya, Australia	

OBJECTIVES		MATERIALS CORRELATION
24.00	DESCRIBES PEOPLE OF THE NORTH CHINA PLAIN, KENYA AND AUSTRALIA	
24.01E	Describes the population in China	S 176
24.02E	Describes the population of Australia	S 192
24.03B	Describes how people adapt to their environment in their food, clothing, shelter in North China Plain, Kenya, Australia	

MOUNTAIN REGIONS

25.00	DESCRIBES THE NATURAL ENVIRONMENTS OF THE MOUNTAIN REGIONS OF COLORADO, WEST VIRGINIA, SWITZERLAND	
25.01B	Locates Colorado on a U.S. map	S 202
25.02B	Defines mountain range	S 202
25.03E	Names three mountain ranges in U.S.	S 202-203
25.04E	Locates three mountain ranges on a U.S. map	S 202
25.05D	Describes the continental divide	S 205
25.06B	Locates West Virginia on a U.S. map	S 202, 217
25.07B	Identifies Appalachian range on U.S. map	S 217
25.08B	Identifies climatic conditions in Colorado, West Virginia, Switzerland	S 218, 200, 231
25.09B	Identifies major landforms in Colorado, West Virginia, Switzerland	
25.10D	Knows how landforms and climate interact	
25.11B	Locates Switzerland on a world map	
25.12D	Locates Swiss Alps on map of Switzerland	S 231

OBJECTIVES		MATERIALS CORRELATION
26.00	DEMONSTRATES AN UNDERSTANDING OF THE ECONOMIC RESOURCES IN THE MOUNTAIN REGIONS	
26.01B	Identifies major economic resources in Colorado	S 208-209
26.02B	Identifies major economic resources in West Virginia	S 218; 221-224
26.03B	Identifies major economic resources in Switzerland	S 232
26.04D	Compares economic resources in Colorado, West Virginia, Switzerland	
27.00	DESCRIBES THE PEOPLE IN COLORADO, WEST VIRGINIA, SWITZERLAND	
27.01E	Describes the population of Colorado	S 208
27.02E	Describes the population of West Virginia	S 221
27.03E	Describes the population of Switzerland	S 233
27.04D	Identifies traditions, customs, folkways of mountain area people	
27.05B	Describes how people adapt to their environment in their food, clothing, shelter in mountain region	

COURSE OUTLINE

Social Studies - Grade Four | 4th Six Weeks

OBJECTIVES	MATERIALS CORRELATION
REGIONS WORKING TOGETHER	
28.00 COMPARES NATURAL ENVIRONMENTS OF THE FOREST, DESERT, PLAINS AND MOUNTAIN REGIONS	
28.01B Lists basic differences in landforms in four regions	
28.02B Describes basic similarities and differences of climate of four regions	
29.00 COMPARES ECONOMIC RESOURCES OF FOREST, DESERT, PLAINS AND MOUNTAIN REGIONS	
29.01B Identifies variations of amount and kind of natural resources	S 246
29.02D Describes interdependence of regions to meet people's needs	S 246-253
29.03D Describes similarities and differences of ways people make a living	
30.00 DESCRIBES HOW TRADITIONS, CUSTOMS, FOLKWAYS AND RELIGIOUS BELIEFS DIFFER AMONG INDIVIDUALS AND GROUPS IN THE FOREST, DESERT, PLAINS AND MOUNTAIN REGIONS OF THE UNITED STATES AND WORLD	
30.01D Compares traditions, customs, folkways of people in the four regions	
30.02D Describes how religious beliefs differ among the Navajo and the Bedouin of Saudi Arabia	S 96, 99, 126-127
30.03D Compares traditions, customs and folkways of regional people to own traditions, customs, folkways	

* ITBS + TEAMS

OBJECTIVES		MATERIALS CORRELATION
	TEXAS AND ITS NEIGHBORS	
31.00	KNOWS STATES AND NATION WHICH BORDER TEXAS	
31.01B	Names state which is west of Texas	S 18-19
31.02B	Locates New Mexico on a United States map	S 18-19
31.03B	Names state which is north of Texas	S 18-19
31.04B	Locates Oklahoma on a United States map	S 18-19
31.05B	Names state which is northeast of Texas	S 18-19
31.06B	Locates Arkansas on a United States map	S 18-19
31.07B	Names state which is east of Texas	S 18-19
31.08B	Locates Louisiana on a United States map	S 18-19
31.09B	Names the country south of Texas	S 18-19
31.10B	Locates Mexico on a world map	S 18-19
31.11B	Knows that the Republic of Mexico is not a state within the United States	S 18-19, 270-271
31.12B	Names the large body of water that is southeast of Texas	S 18-19, 157
32.00	LOCATES MAJOR GEOGRAPHICAL FEATURES OF TEXAS ON MAPS AND GLOBES	
32.01B	Locates Davis mountains	
32.02B	Locates Edwards Plateau	
32.03B	Locates Matagorda and Padre Islands	
32.04B	Defines lake	G 13, S 5
32.05B	Locates largest lakes in Texas on a Texas map	G 13

OBJECTIVES		MATERIALS CORRELATION
32.06B	Defines bay	G 13; S 297
32.07B	Locates Galveston Bay on a Texas map	G 13
32.08B	Defines coastline	G 13; S 4
32.09B	Locates Texas coastline on a map	G 13
32.10B	Defines gulf	G 13; S 5
32.11B	Locates Gulf of Mexico on a Texas map	G 13
32.12B	Defines river	G 14; S 7
32.13B	Locates major rivers of Texas on a Texas map--Brazos, Colorado, Trinity, Red River, Rio Grande, Sabine	G 14
32.14E	Locates additional rivers on a Texas map--Neches, Canadian, Nueces, Pecos	G 27
33.00	DESCRIBES THE LANDFORMS AND CLIMATES OF THE VARIOUS REGIONS OF TEXAS--COASTAL PLAINS, NORTH CENTRAL PLAINS, GREAT PLAINS, MOUNTAINS AND BASINS	
33.01B	Defines elevation	G 12; S 298, 10
33.02B	Defines sea level	G 12; S 300
33.03B	Uses elevation map of Texas to determine various elevations within the state	G 12
33.04B	Identifies the four natural geographical regions of Texas--Coastal Plains, North Central Plains, Great Plains, Mountains and Basins	
33.05B	Locates the four geographical regions of Texas on a Texas map	
33.06B	Describes climatic conditions in the four geographical regions	S 156-157
* 33.07E	Finds the high and low temperatures for cities in each of the four regions	

* ITBS + TEAMS

OBJECTIVES		MATERIALS CORRELATION
* 33.08E	Finds the inches of rainfall per year for cities in the four regions	
33.09D	Knows how landforms and climate interact	S 156-157
* 33.10D	Relates living conditions to location and landforms	
34.00	DESCRIBES HOW THE NATURAL ENVIRONMENTS OF THE VARIOUS GEOGRAPHICAL REGIONS OF TEXAS, THE UNITED STATES AND THE WORLD ARE SIMILAR AND DIFFERENT	
34.01B	Identifies the geographical regions of Texas similar to the forest, desert, plains and mountain regions of the United States and the world	
34.02D	Identifies similarities and differences of Texas regions and the forest, desert, plains, and mountain regions of the United States and the world	
35.00	DEMONSTRATES AN UNDERSTANDING OF THE GEOGRAPHICAL INTERRELATEDNESS OF TEXAS AND THE UNITED STATES	
35.01B	Names location of Texas with relation to the rest of the United States	
35.02B	Identifies landforms which Texas shares with other states	S 18-19
35.03B	Locates landforms on a United States map	S 18-19
36.00	COMPARES GEOGRAPHICAL FEATURES OF TEXAS TO THE FOREST, DESERT, PLAINS, MOUNTAIN REGIONS OF THE UNITED STATES AND WORLD	
36.01E	Locates major rivers of the world--Rhine, Amazon, Mississippi, Nile Rivers	
36.02E	Compares the lengths of Texas rivers with that of the Mississippi River, Amazon River, Rhine River, and the Nile River	TA; WA

OBJECTIVES		MATERIALS CORRELATION
36.03E	Compares the height the Guadalupe Mountains and the Davis Mountains with the height of the Rocky Mountains, the Appalachian Mountains and the Swiss Alps	TA; WA; S 216, 205 S 228
36.04D	Interprets pictures for similarities and differences of Texas mountain areas and the Rocky Mountains	S 200-211 S 155-162
36.05D	Interprets pictures for similarities and differences of Texas mountain areas and the Appalachian Mountains	S 215-225 S 155-162
36.06D	Interprets pictures for similarities and differences of Texas mountain areas and the Swiss Alps	S 229-239

COURSE OUTLINE

Social Studies - Grade Four | 5th Six Weeks

OBJECTIVES	MATERIALS CORRELATION
TEXAS HISTORY	
37.00 DEMONSTRATES AN UNDERSTANDING OF THE PRE-SETTLEMENT (EXPLORATION) OF TEXAS	
37.01B Names Indian tribes in Texas	G 19; GBLM 44-46
37.02D Describes lifestyles of various Texas Indian tribes	
37.03D Compares and contrasts similarities and differences of Indian tribes	
37.04B Identifies early explorers of Texas--Cabeza de Vaca, Esteban, Pineda, Coronado, La Salle	G 20; GBLM 47-50
37.05D Traces routes of travel of explorers	
37.06B Explains reasons for exploration	
37.07B Identifies missions in Texas	G 21; GBLM 51-53
37.08D Explains the purpose of the missions	
38.00 DEMONSTRATES A KNOWLEDGE OF THE COLONIZATION OF TEXAS	
38.01B Defines colony and colonization	
38.02B Identifies Moses Austin	GBLM 54; TA
38.03B Identifies Stephen F. Austin	GBLM 54; TA
38.04B Lists reasons people came to Texas to settle	G 23; GBLM 56
38.05B Describes unrest with Mexico	GBLM 56-58; TA

* ITBS + TEAMS

OBJECTIVES	MATERIALS CORRELATION
39.00 DEMONSTRATES AN UNDERSTANDING OF THE EVENTS LEADING TO TEXAS BECOMING A REPUBLIC	
39.01B Defines constitution	
39.02B Defines Declaration of Independence	
39.03B Lists reasons why Texans declared independence from Mexico	
39.04E Identifies personalities significant to the Declaration of Independence--Ben Milam, Sam Houston, Lorenzo de Zavala	TA
39.05D Identifies significant Mexican leaders	
39.06B Describes the events surrounding the Battle of the Alamo	
39.07B Identifies Texas Heroes of the Alamo--Travis, Bowie, Crockett, Bonham	
39.08B Describes the events surrounding the Goliad Massacre	
39.09D Indentifies significant individuals at the Goliad Massacre--Fannin, Francisca Alvarez	
39.10B Knows the significance of the Battle of San Jacinto	
39.11D Relates the significance of the battle cries "Remember the Alamo; Remember Goliad!"	
40.00 DEMONSTRATES AN UNDERSTANDING OF TEXAS AS A REPUBLIC	
40.01B Identifies significant individuals in the Republic--David G. Burnet, Lorenzo de Zavala, Sam Houston, Mirabeau B. Lamar, Anson Jones	
40.02E Identifies capital cities of the Republic of Texas	
40.03D Explains annexation of Texas by United States	G 26; GBLM 63-65

OBJECTIVES		MATERIALS CORRELATION
40.04D	Knows date of statehood	TA
41.00	KNOWS SYMBOLS AND TRADITIONS ASSOCIATED WITH TEXAS AS A STATE	
41.01B	Knows state symbols--bird, flower, tree	TA
41.02B	Recognizes state flag	TA
41.03E	Knows motto and pledge	TA
41.04D	Knows state song "Texas, Our Texas"	TA
41.05D	Names six flags that have flown over Texas	
42.00	RECOGNIZES SPECIAL OBSERVANCES IN TEXAS	
42.01E	Identifies significance of March 2--Texas Independence Day	
42.02E	Identifies significance of April 21--San Jacinto Day	
43.00	RECOGNIZES ADDITIONAL SIGNIFICANT INDIVIDUALS IN TEXAS HISTORY	
43.01D	Identifies Jane Long as "Mother of Texas"	
43.02E	Identifies James Stephen Hogg	
43.03E	Identifies Ima Hogg	
43.04E	Identifies Oveta Culp Hobby	
43.05D	Identifies Lyndon B. Johnson	
43.06E	Identifies Sam Rayburn	

OBJECTIVES

MATERIALS CORRELATION

44.00 DESCRIBES THE INFLUENCE OF GEOGRAPHY ON THE HISTORY OF TEXAS

44.01B Knows the terrain, richness of land, coastline, mild climate influenced people to migrate to and settle in Texas

44.02B Knows climate and soil have influenced food, clothing and shelter

44.03D Knows geographic location of Texas led to conflict and war between different groups of people who wanted to control the land--war with Mexico

COURSE OUTLINE

Social Studies - Grade Four | 6th Six Weeks

OBJECTIVES | MATERIALS CORRELATION

MODERN TEXAS

45.00 DEMONSTRATES AN UNDERSTANDING OF THE INFLUENCE OF OTHER CULTURES ON TEXAS — G 37; GBLM 90-92

- 45.01B Defines culture
- 45.02B Names the influences of the Spanish culture--art, architecture
- 45.03B Names the influences of the French culture--paintings, music
- 45.04B Names the influences of the Mexican culture--art, architecture
- 45.05E Names influences of the Western European (German, Czechoslovakian) culture-- music, architecture
- 45.06E Names influences of the African culture--music
- 45.07E Describes the influences of other cultures on Texas

ECONOMICS

46.00 IDENTIFIES EXAMPLES OF FACTORS OF PRODUCTION

- 46.01B Defines land
- 46.02B Defines labor
- 46.03B Defines capital
- 46.04B Defines enterprise
- 46.05B Lists land, labor, capital, enterprise as examples of factors of production

* ITBS + TEAMS

OBJECTIVES		MATERIALS CORRELATION
46.06E	Describes process of oil production	
46.07E	Describes production of cattle	
47.00	EXPLAINS THE IMPORTANCE OF ECONOMIC INTERDEPENDENCE WITHIN AND AMONG REGIONS OF TEXAS	
47.01B	Lists major economic resources within and among regions of Texas--soil, vegetation, minerals, water, wildlife	G 29, 30; GBLM 71, 74
47.02D	Identifies specific resources and the regions for which they are most often associated--lumber from East Texas in the Coastal Plain, oil from the Great Plains	
47.03E	Lists goods found in stores from other regions of Texas	
47.04B	Lists major industries of modern Texas--cattle and oil industry	G 39; GBLM 96-97
47.05D	Lists major local industries	TA
47.06D	Explains why Texas was suitable for cattle ranching	
47.07E	Defines cattle trail	G 29
47.08E	Names a famous cattle trail	G 29
47.09E	Draws famous cattle trails on a Texas map	G 29; GBLM 72
47.10E	Lists famous ranches of Texas	G 30; GBLM 75
48.00	EXPLAINS THE IMPORTANCE OF THE RAILROADS TO TEXAS	
48.01D	Explains the importance of the railroad to the cattle industry	G 32; GBLM 78
48.02D	Explains the importance of the railroad to the development of cities in Texas	G 32; GBLM 78

OBJECTIVES

MATERIALS CORRELATION

49.00 DEMONSTRATES AN UNDERSTANDING OF CONSERVATION

- 49.01B Defines conservation
- 49.02B Explains importance of conservation
- 49.03D Tells resources which need to be conserved

50.00 EXPLAINS TEXAS' ECONOMIC RELATIONSHIPS TO OTHER STATES AND THE WORLD

- 50.01B Knows Texas leads the nation in mineral production, oil and gas supplies
- 50.02D Explains the importance of Texas as a petrochemical and refining center
- 50.03B Knows Texas is a major importer of consumer and manufactured goods--foreign autos
- 50.04D Locates Port of Houston on a city map
- 50.05D Tells the importance of the Port of Houston to other states and the world
- 50.06D Tells the importance of Texas' medical research and related services to other states and the world

COURSE OUTLINE

Social Studies - Grade Four — 6th Six Weeks

OBJECTIVES — MATERIALS CORRELATION

FORESTS, PARKS, WILDFLOWERS AND WILDLIFE

51.00 NAMES ORGANIZATIONS WHICH PRESERVE TEXAS' HISTORICAL HERITAGE AND UNIQUE AREAS OF NATURAL PHENOMENA AND BEAUTY

51.01D Defines a Texas State Park as one maintained by the Texas Parks and Wildlife Department

51.02D Names a Texas State Park that has historical importance (Fannin Battleground, Eisenhower Birthplace, Goliad, Fort Griffin, Old Fort Parker, Port Isabel Lighthouse, San Jose Mission, Texas State Railroad, Stephen F. Austin, Washington-on-the-Brazos, San Jacinto Battleground)

51.03D Names a Texas State Park that has an area of natural phenomena and beauty (Palo Duro Canyon, Monahans Sandhills State Park, Longhorn Cavern, Dinosaur Valley, Pedernales Falls, Galveston Island)

51.04E Defines a National Forest as a forest managed by the U.S. Forest Service

51.05E Knows the National Forests in Texas (Angelina National Forest, Davy Crockett National Forest, Sabine National Forest, Sam Houston National Forest)

51.06E Locates the National Forests on a Texas map

52.00 IDENTIFIES WILDFLOWERS AND WILDLIFE COMMONLY FOUND IN TEXAS

52.01E Defines wildflower

* ITBS + TEAMS

OBJECTIVES		MATERIALS CORRELATION
52.02E	Identifies some of the Texas wild-flowers that can be found locally (bluebonnet, spiderwort, spider-lily, blue-eyed-grass, wild iris, white wild rose, wine-cups, May-pop, pink evening-primrose (buttercup), wild morning-glory, paintbrush, trumpet-creeper, Mexican-hat, sunflower, Bull Thistle (pale yellow), Texas Thistle (smaller purple), Texas-dandelion)	
52.03E	Names examples of waterfowl found in Texas	
52.04E	Names examples of birds of prey found in Texas	
52.05E	Names examples of song birds found in Texas	TA
52.06E	Identifies reptiles of Texas	TA
52.07E	Identifies small mammals of Texas	TA
52.08E	Identifies large mammals of Texas	

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Four | 1st Six Weeks

OBJECTIVES		MATERIALS CORRELATION
	MAP SKILLS	
01.01B	Fill in the blanks. Use north, south, east, or west. On the map on pages 14-15, the lines of latitude run _____ and _____.	S 14-15
01.02B	Fill in the blanks. Use north, south, east, or west. On the map on pages 14-15, the lines of longitude run _____ and _____.	S 14-15
01.03B	Fill in the blanks. The prime meridian is a line of _____. It is called a _____.	
01.04B	Fill in the blanks. The equator is a line of _____. It is called a _____.	
01.05B	Use the maps on pages 14-15 and pages 270-271. Locate the prime meridian on each map.	S 14-15 S 270-271
01.06B	On the globe, locate the prime meridian. Through what three continents does it run? _____, _____, _____.	

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OBJECTIVES		MATERIALS CORRELATION
01.07B	Use the maps on pages 14-15 and pages 270-271. Locate the equator on each map.	S 14-15 S 270-271
01.08B	On the globe, locate the equator. Through what two continents does it run? _____, _____.	
01.09B	Answer the question in a complete sentence. Why are latitude and longitude used?	
01.10B	Use your desk map and your marking pen to locate H-6 on your map. Locate the county at 31 N, 95 W.	G 6
01.11E	Give the coordinates of latitude and longitude of Brownsville on a state map.	
01.12E	Locate 30 W longitude, 60 N latitude on the globe.	
02.01B	Fill in the blank with the definition of scale. The scale on a map is _____.	
02.02B	Identify the scales on pages 9, 19, and 278.	S 9, 19, 278
02.03D	Use the scale to calculate the distance from Austin to Santa Fe.	S 276-277
03.00	Use mileage numbers on a Texas road map to calculate distance from Houston to San Antonio.	

OBJECTIVES		MATERIALS CORRELATION
03.01B	Identify the location of mileage numbers on the map.	
03.02B	Calculate the distance from the southern tip of Texas to the Red River.	
04.01B	Use the maps on pages 18-19 to identify landforms. Make a list of the landforms found on this map.	S 18-19
04.02D	Find the Brazos River on the map on pages 18-19. In what direction does the river flow?	S 18-19
04.03B	Use a street map. In what direction would one travel from Point A to Point B?	
04.04D	Use a street map. Which is the shortest route from Point A to Point C?	
04.05D	On the road map, which is the shortest way to go from Kayenta to Gallup? Which is closest to Window Rock--Ganado or Lukachukai?	S 105
05.01B	Tell how you know the picture at the top of the page was made years before the picture at the bottom of the page.	S 26-27
05.02B	Use the chart on page 54 to find the population of Hawaii.	S 54
05.03B	What is the average monthly rainfall in Manaus, Brazil for May?	S 21

OBJECTIVES		MATERIALS CORRELATION
05.04B	Which continent is smallest in land area?	S 22
05.05B	What is the average monthly temperature in Chicago for December?	S 23
05.06B	How many people lived in the United States in 1910?	S 24
05.07B	In which country does the largest percentage of people live in cities?	S 197
06.00	Is the population of 15,900,000 in Kenya a personal opinion or a fact?	S 197
06.01B	What is your personal opinion of the event you read on page 177?	S 177
06.02B	What facts did you learn about the discovery of gold and silver in Colorado?	S 207

PERSONAL, SOCIAL, AND CIVIC RESPONSIBILITY

07.00	Teacher notes if students accepts the responsibilities of membership in various groups.
07.01B	Define responsibility in a complete sentence.
07.02B	List the responsibilities of the groups listed below. scouts students family

OBJECTIVES		MATERIALS CORRELATION
07.03B	List the responsibilities of leaders in the groups listed below. scouts family government	
07.04D	List four desirable qualities for an effective leader.	
07.05B	Teacher will provide opportunities for student to accept responsibilities of membership in various groups.	
07.06B	Student contributes to oral discussion.	
07.07D	Give one example of positive peer pressure. Give one example of negative peer pressure.	
07.08B	Answer YES or NO. Individuals have the right to have differing opinions.	
07.09B	Teacher observation	
08.00	List and name the following according to size: state, hemisphere, city, nation, continent, county.	
08.01B	On a Texas map, locate the city in which you live. Circle it in red.	
08.02B	Locate the county in which you live on a Texas map. Color it blue.	
08.03E	List the cities which make up the county in which you live.	

OBJECTIVES		MATERIALS CORRELATION
08.04E	Locate other counties in this area of Texas on the map.	
08.05B	Name the state in which you live.	S 18-19
08.06B	Locate the state in which you live on the map on pages 18-19.	S 18-19
08.07B	Name the nation in which you live.	
08.08B	Locate the nation in which you live on the world map on page 272.	S 272
08.09B	Name the continent on which you live.	

CIVICS (GOVERNMENT)

09.01B There are three branches of government:

_____, _____, and _____.

09.02B What are the executive, legislative, and judicial roles people fill at the local and state levels?

09.03B Circle YES or NO.

Are most leaders of government elected?

09.04B Name the mayor of your city.

09.05B The Governor of Texas is _____.

09.06B The President of the United States is _____.

OBJECTIVES		MATERIALS CORRELATION
09.07B	The Vice President of the United States is _____.	
09.08E	Citizens of Texas (do, do not) elect representatives to the United States Senate.	
09.09E	Citizens of Texas (do, do not) elect representatives to the United States House of Representatives.	
09.10E	Citizens of Texas (do, do not) elect representatives to the Texas Senate.	
09.11E	Citizens of Texas (do, do not) elect representatives to the Texas House of Representatives.	
09.12D	The Fort Bend County Courthouse is located in _____.	
09.13E	What is the purpose of the county courthouse? Answer in a complete sentence.	
09.14E	The Texas Supreme Court is located in the city of _____.	
09.15D	The purpose of the Supreme Court of Texas is _____.	
09.16E	The Supreme Court of the United States is located in _____.	
09.17D	What is the purpose of the Supreme Court of the United States of America? Answer in a complete sentence.	

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Four | 2nd Six Weeks

OBJECTIVES | MATERIALS CORRELATION

FOREST REGIONS

10.00 Write a paragraph describing the natural environments of the forest regions.

10.01B Fill in the blank.

A natural environment is _____.

10.02B On the maps of the United States and the world, point to the forested regions.

10.03B Write a sentence describing each of the forest regions of Washington, Hawaii and Puerto Rico, Soviet Union and the Amazon Basin.

10.04D In what ways are forested regions similar and different?

10.05E Look at the pictures. Write C if it is a coniferous tree, D if it is a deciduous tree.

10.06B The climates in forests are different. What are the different kinds of climate found in forest regions?

10.07B Circle the word that tells the type of forest.

The trees lose their leaves in the fall. In the spring they grow new leaves. The leaves are broad.

Deciduous Tropical rainforest

OBJECTIVES		MATERIALS CORRELATION
10.08B	Name the major landforms found in forest regions.	
10.09D	Western Washington has much rain and snow. What causes it to rain and snow so much?	
10.10B	What types of food, clothing, and shelter would people have in the forest regions?	
11.01B	Fill in the blank. A natural resource is _____.	
11.02E	Tell why trees are an essential natural resource.	
11.03D	Give two examples of industries related to the forests in each of the regions--Washington, Hawaii, Puerto Rico, Soviet Union, and the Amazon Basin.	
11.04E	What are the six steps in order in making trees into lumber?	
11.05B	List five products produced in Hawaii and Puerto Rico.	
11.06B	List three products produced in the Soviet Union and the Amazon Basin.	
11.07D	How are the resources of the forest regions alike or different?	
12.01E	There are over four million people in Washington. In what areas do these people live?	

OBJECTIVES		MATERIALS CORRELATION
12.02E	The earliest settlers in Hawaii are thought to have come from _____.	
12.03E	The people of Hawaii today come from many _____.	
12.04D	Answer TRUE or FALSE. Puerto Ricans are American citizens.	
12.05E	Many of the people in Puerto Rico are of _____ background.	
12.06E	Most of the Soviet people live _____ of the Ural Mountains.	
12.07E	_____ were the first people in the Amazon Basin.	
12.08E	The people in the Amazon Basin are from _____ countries. There are also many _____ and _____ people near the mouth of the Amazon.	
12.09D	List the traditions, customs, and folkways of forest area people.	

DESERT REGIONS

13.01B Fill in the blanks.

A desert has _____, _____, _____ features.

13.02B On maps of the United States and the world, point to the desert regions.

On the map, color the desert regions brown.

13.03B Make a list of the five deserts in the Western United States.

13.04B Describe the Painted Desert and Mojave Desert in two or more sentences.

Describe the Sahara Desert.

The desert in the Arabian Peninsula is _____ and _____. It has both _____ areas and mountains. _____ _____ are common.

13.05E List four types of vegetation (plants) found in desert regions.

13.06B Name two major landforms found in the desert regions.

OBJECTIVES		MATERIALS CORRELATION
13.07B	The climate in a desert is _____ and _____.	
13.08D	Tell what happens to the sand when the wind blows it across the desert?	S 120
13.09B	People in the desert have food, clothing, shelter in order to survive. Describe the food, clothing, and shelter in the desert region.	
14.01B	Name three resources found in the deserts in the Western U.S..	
14.02B	Name two major economic resources found in the Sahara and the Arabian Peninsula.	
14.03D	Why are these resources important to the area?	
15.00	Describe the people in the desert regions.	
15.01E	Summarize the legend of the Navajo.	
15.02E	The Navajo live on land provided for them by the _____.	
15.03E	Many Navajo families live in one room round houses called _____.	
15.04D	Describe the medicine man of the Navajo.	
15.05D	How are the Pueblo Indians and the Navajo different?	

OBJECTIVES		MATERIALS CORRELATION
15.06E	Today more and more people are moving _____ the desert. (to, from)	
15.07E	Many of the people in the Sahara are called nomads because they _____.	
15.08D	Moslems are people who _____.	
15.09E	Most of the people of the Arabian Peninsula are _____. Some are nomads called _____.	
15.10E	The people of the Painted Desert, Mojave, Sahara and the Arabian Peninsula are alike because _____.	
15.11E	They are different because _____. What are some of the traditions, customs, folkways and religions of the people in the desert regions?	
15.12D	Where do the Moslems of the Sahara and the Bedouin of Saudi Arabia worship?	

Social Studies - Grade Four | 3rd Six Weeks

OBJECTIVES | MATERIALS CORRELATION

PLAINS REGIONS

16.01B On a map of the U.S., locate the Central Plains and color the area yellow.

16.02D The main color of the fields in Iowa _____ with the seasons. In the summer most of the land is____. In the spring and fall the fields may be _____.

The plains in Kansas can be described as _____, _____, and _____.

16.03B Describe the different kinds of climates found in the Central Plains.

16.04B Name two major landforms found in the Central Plains.

16.05D The wheat starts growing in the spring because of the _____ and _____.

16.06D How are the natural features of Kansas and Iowa alike?

17.01B Iowa has many economic resources. Name three.

17.02B The most important natural resource in Kansas is the _____.

17.03E There are six steps from changing wheat to bread. Name them in order.

17.04D What economic resources are found in both Kansas and Iowa?

OBJECTIVES		MATERIALS CORRELATION
18.01E	Most of the people in Iowa now live in _____ than on _____.	
18.02E	The people in Kansas now live _____.	
18.03B	What food, clothing and shelter are commonly found in the Central Plains?	
19.01B	On a map of the United States, color the Coastal Plains green.	
19.02D	A coastal plain is _____.	
19.03D	How are the Central and Coastal Plains alike and different? Name one similarity and one difference.	
19.04B	On a U.S. map, put an X on Texas.	
19.05B	On a U.S. map, put a O on Florida.	
19.06B	On a U.S. map, write NJ for New Jersey on the map.	
19.07B	The climate in Texas is _____. The climate in Florida is _____. The climate is New Jersey is _____.	
19.08D	How are the climates of Texas, Florida, New Jersey alike and different?	
19.09B	The Coastal Plains of Texas, Florida, and New Jersey are alike and different. Make a chart showing similarities.	

TEXAS	FLORIDA	NEW JERSEY

OBJECTIVES		MATERIALS CORRELATION
20.01B	The major economic resources in Texas are _____, _____, _____, _____.	
20.02B	The major economic resources in Florida are _____.	
20.03B	The major economic resources in New Jersey are _____.	
20.04D	Name one similar economic resource produced in Texas, Florida, and New Jersey.	
21.01E	Today more than _____ people live in Texas.	
21.02E	In recent years, many _____ people have arrived in Florida.	
21.03E	The population of New Jersey is _____ compared to the size of the state.	
22.01B	On the world map, on pages 270-271, point to China.	
22.02E	Describe the North China Plain in a short paragraph.	
22.03B	Name three major landforms in China, Kenya, Australia.	
22.04B	Fill in the blanks. During the summer the weather on the North China Plain is _____ and _____. The weather in the south of Australia is not as _____ as in the north. The area of Kenya can be considered _____ highlands because it is not as hot as in the coastal plains or as dry in the North.	

OBJECTIVES		MATERIALS CORRELATION
22.05D	The _____ has made the land good for crops.	
22.06B	On the world map on pages 270-271, point to Kenya.	
22.07E	Write two sentences to describe the plains in Kenya.	
22.08D	Complete the chart to describe the differences of the plains of Kenya and the plains of North China.	

	NORTH CHINA PLAIN	KENYA
ELEVATION		
PEOPLE		
FARMING		
MOISTURE		

22.09B	On a map of the world, locate Australia and label it.	
22.10B	The eastern coast of Australia is covered with _____ and _____. At the northern end of Australia are _____.	
22.11E	The seasons in Australia are the _____ as those in the U.S. (same, opposite)	
22.12D	How are the climates of North China, Kenya, and Australia similar and different?	

OBJECTIVES		MATERIALS CORRELATION
23.01B	Underline the resources found in China. citrus fruits cattle coal tin natural gas cotton oil	
23.02B	Kenya produces cash crops of _____ and _____.	
23.03B	Name three major economic resources in Kenya.	
23.04D	Name the difference in the major resources of Kenya and China and Australia.	S 188
24.01E	China has a (greater, smaller) _____ number of people. than other countries.	
24.02E	The majority of the people in Australia live in the _____.	
24.03B	The types of clothing, food, shelter are different from place to place. What are they like in the North China Plain, Kenya, Australia?	

OBJECTIVES

MATERIALS CORRELATION

MOUNTAIN REGIONS

25.01B On a map of the U.S. locate Colorado and color it brown.

25.02B Fill in the blank.

A mountain range is _____.

25.03E List the three mountain ranges in the U.S..

25.04E On a map of the U.S., locate and label the three mountain ranges.

25.05D The continental divide is a line that _____ _____.

25.06B On a U.S. map, locate West Virginia and color it brown.

25.07B On a U.S. map, label the Appalachian Range.

25.08B Tell about the summers and winters in West Virginia, Colorado and Switzerland.

25.09B You are flying over Colorado, West Virginia and Switzerland. What are the landforms you would see?

25.10D Mountains affect the climate in many places. The climate is generally _____ (colder, hotter) in the mountains than on the lower lands nearby.

OBJECTIVES		MATERIALS CORRELATION
25.11B	On a world map, locate and color Switzerland green.	
25.12D	On the map on page 231, point to the Swiss Alps. In what part of the country are they located? East or West?	
26.01B	Two major economic resources in Colorado are _____ and _____.	
26.02B	West Virginia's most important natural resources are found _____. They have supplies of _____, _____ and _____.	
26.03B	Switzerland's most important natural resource is its _____.	
26.04D	Do Colorado, West Virginia and Switzerland have one economic resource that is the same? If so, tell what it is.	
27.01E	Today the _____ Indians still live in Colorado. The greatest number of people live _____.	
27.02E	Tell the two areas where people of West Virginia live.	
27.03E	The people of Switzerland speak many languages. They are _____, _____, and _____.	
27.04D	Name one of the traditions, customs, or folkways of the mountain area people and write two sentences about it.	
27.05B	What do the mountain area people eat, how do they dress, and what types of clothes do they wear?	

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Four | 4th Six Weeks

OBJECTIVES | MATERIALS CORRELATION

REGIONS WORKING TOGETHER

28.01B List the basic differences in landforms in the four main regions.

Forest Desert Plains Mountains

28.02B In the chart above, list the similarities and differences in climate of the four main regions.

29.01D Circle yes or no. Does every region produce the same kind of resources?
Yes No

Does Texas produce the same amount of forest products as Washington?
Yes No

29.02D Answer the questions in a complete sentence. When people in states and regions do not have what they need, from where do they get it?

29.03D How do people make a living in the forest regions?

How do people make a living in the desert regions?

Do they make a living in the same way?

30.01D Fill in the chart below with the traditions, customs, folkways of the four regions

Forest Region Desert Region Plains Region Mountain Region

OBJECTIVES

MATERIALS CORRELATION

30.02D The Navajos practice the _____ religion while the Bedouin are _____.

30.03D Name a tradition, custom, or folkway of a particular region that is similar to your own. How are they alike?

TEXAS AND ITS NEIGHBORS

31.01B The state west of Texas is _____.

31.02B On the map of the U.S., locate and label New Mexico.

31.03B The state north of Texas is _____.

31.04B On the map of the U.S., locate and label Oklahoma.

31.05B The state northeast of Texas is _____.

31.06B On the map of the U.S., locate and label Arkansas.

31.07B The state east of Texas is _____.

31.08B On the map of the U.S., locate and label Louisiana.

31.09B The country south of Texas is _____.

31.10B On a world map, locate and label Mexico.

OBJECTIVES

MATERIALS CORRELATION

31.11B Circle one.

Yes No Is Mexico a state in the United States?

31.12B The large body of water southeast of Texas is _____.

32.01B
32.02B
32.03B On a map of Texas locate and label the following:

1. Davis Mountains
2. Edwards Plateau
3. Matagorda and Padre Islands

32.04B Complete the sentence. A lake is _____.

32.05B On a map of Texas, locate and label the largest lakes.

32.06B Complete the definition.

A bay is _____.

32.07B On a map of Texas, locate and label Galveston Bay.

32.08B Complete the definition.

A coastline is _____.

32.09B On a map of Texas, locate the Texas coastline and color it green.

32.10B Complete the definition.

A gulf is _____.

OBJECTIVES

MATERIALS CORRELATION

32.11B On a map of Texas, locate the Gulf of Mexico and color it blue.

32.12B Complete the definition.

A river is _____.

32.13B Locate and label the following rivers on a Texas map:

1. Brazos river
2. Colorado River
3. Trinity River
4. Red River
5. Rio Grande River
6. Sabine River

32.14E Locate and label on a Texas map.

1. Neches River
2. Canadian River
3. Nueces River
4. Pecos River

33.01B Complete the definition.

Elevation is the _____.

33.02B Complete the definition.

Sea level is the _____.

33.03B On a Texas map, find the elevation of the following:

1. Davis Mountains
2. Houston, Texas

33.04B There are four main natural geographical regions of Texas. They are _____, _____, _____, and _____.

OBJECTIVES		MATERIALS CORRELATION
33.05B	Locate and label the four main geographical regions on a regional map of Texas.	
33.06B	Describe the climate in each of the four regions listed below. Coastal Plains North Central Plains Great Plains Mountains and Basins	
33.07E	Find the high and low temperature for one city in each of the four regions of Texas.	
33.08E	Find the average inches of rainfall per year for a city in each of the four regions of Texas.	
33.09D	Fill in the blank. The temperatures in the Coastal Plains of Texas are not as hot or cold as in some of the inland regions because of _____.	S 156
33.10D	If you were traveling from Houston to Austin, which of the following would you mostly likely see? a. mountains b. rivers	
34.01E	What region of Texas is similar to the forest regions of the United States and the world? What region of Texas is similar to the desert regions of the United States and the world?	

OBJECTIVES		MATERIALS CORRELATION
34.01B (cont.)	What region of Texas is similar to the plains region in the United States and the world? What region of Texas is similar to the mountain region in the United States and the world?	
34.02D	Circle T if it is TRUE or F if it is FALSE.	
T or F	The coastal plains of Texas are similar to the coastal plains of Florida because there is little difference in summer and winter temperatures.	
T or F	The forested areas of Texas are similar to the forests in Hawaii because they are tropical forests.	
35.01B	Fill in the blank with the correct word. Texas is located in the _____ part of the United States. (northern, southern)	
35.02B	Check the landforms Texas shares with other states. Mountains Rivers Lakes Gulf of Mexico	
35.03B	On a map of the United States, locate and draw the symbols for the landforms Texas shares with other states.	
36.01E	On a map of the world, locate the Rhine, Mississippi, and Nile Rivers. Trace them with a blue marker.	

OBJECTIVES		MATERIALS CORRELATION
36.02E	Fill in the blank with the correct word. The Colorado River is _____ (longer, shorter) than the Mississippi River.	
36.03E	Fill in the blank with the correct word. The Rocky Mountains are _____ (higher, lower) than the Davis Mountains.	
36.04D	Look at the picture. Name one similarity and one difference of the Texas mountain area and the Rocky Mountains.	
36.05D	Look at the picture. List one similarity and one difference of the Texas mountain area and the Appalachian Mountains.	
36.06D	Look at the picture. Name one similarity and one difference of the Texas mountain area and the Swiss Alps.	

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Four

5th Six Weeks

OBJECTIVES

MATERIALS CORRELATION

TEXAS HISTORY

37.01B List the Indian tribes in Texas.

37.02D Describe the lifestyle of the Caddos. Tell the type of clothes they wore, the foods they ate, and the kind of people they were.

37.03D Write the name of the Indian tribe the sentence describes.

Karankawa	Wichita
Coahuiltecan	Plains
Caddo	Comanches

The _____ Indians lived along the coast of Texas.

The _____ Indians were very peaceful and friendly.

The _____ and Hasinai tribes were a part of the Caddo Indians.

All _____ Indians depended on the buffalo for food, shelter and clothing.

The most feared Indians in Texas were the _____.

The Indians who lived in South Texas and ate parts of the prickly pear cactus were the _____.

In a short paragraph tell the similarities and differences of the Comanche Indians and the Caddo Indians.

OBJECTIVES		MATERIALS CORRELATION
37.04B	Name two of the early explorers of Texas.	
37.05D	On a map showing the routes of explorers, tell the route of travel of Pineda.	
37.06B	Answer the question in a short paragraph. Why did the explorers look for the new land?	
37.07B	Name three of the missions in Texas.	
37.08D	Answer the question in a complete sentence. What was the purpose of the missions?	
38.01B	Fill in the blanks. A colony is _____. Colonization is _____.	
38.02B	_____ was the man who first tried to get a grant of land to start a colony of families in Texas.	
38.03B	_____ is known as "The Father of Texas" and carried out his father's plan to start a colony in Texas.	
38.04B	List three reasons people came to Texas to settle.	
38.05B	Answer the question in a short paragraph. Texas and Mexico were having problems. Why were the people in Texas unhappy with Mexico?	
39.01B	Write a complete sentence defining constitution.	

OBJECTIVES		MATERIALS CORRELATION
39.02B	Complete the sentence. The Declaration of Independence is _____.	
39.03B	List two reasons why Texans declared independence from Mexico.	
39.04E	Put an X before the names of people who were significant to the Declaration of Independence. _____ Ben Milam _____ Lorenzo de Zavala _____ Jonathan West _____ Sam Houston _____ Sam Smith _____ Stephen Harris	
39.05D	Name two Mexican leaders who were important during the time Texas was becoming a Republic.	
39.06B	Describe the events of the Alamo.	
39.07B	Name two Texas Heroes of the Alamo.	
39.08B	Describe what happened at the Goliad Massacre in a short paragraph.	
39.09D	Name two important people at the Goliad Massacre.	
39.10B	Answer the following question in a complete sentence. Why was the Battle of San Jacinto important?	
39.11D	In a short paragraph, tell the meaning and the importance of the battle cries, "Remember the Alamo; Remember Goliad!"	

OBJECTIVES		MATERIALS CORRELATION
40.01B	Fill in the blanks with the correct name. David G. Burnet Lorenzo de Zavala Sam Houston Mirabeau B. Lamar Anson Jones 1. After the meeting at Washington-on-the- Brazos, _____ was named president and _____ vice- president. 2. The other three presidents of the Republic of Texas were _____, _____ and _____.	
40.02E	List two of the capital cities of the Republic of Texas.	
40.03D	Texas was annexed by the United States. Explain what this means in a short paragraph.	
40.04D	The date Texas became a state was _____.	
41.01B	Fill in the blanks. The state bird is the _____. The state flower is the _____. The state tree is the _____.	
41.02B	From the flags below, choose the Texas flag and color it.	
41.03E	Teacher observation Student recites the motto and the Pledge.	

OBJECTIVES		MATERIALS CORRELATION
41.04D	Teacher observation Student sings the state song "Texas, Our Texas".	
41.05D	List the six flags which have flown over Texas.	
42.01E	Fill in the blank. The date, March 2, is important because _____.	
42.02E	The date, April 21, is important because _____.	
43.01D	The "Mother of Texas" is _____.	
43.02E	_____ was attorney general and then governor of Texas.	
43.03E	James Hogg's daughter, _____, worked to preserve Texas' heritage.	
43.04E	President Eisenhower appointed a Texas woman, _____, as secretary of Health, Education, and Welfare in 1953.	
43.05D	_____ served as vice-president under John F. Kennedy and president following Kennedy's assasination.	
43.06E	_____ of Bonham was Speaker of the United States House of Representatives for a long time.	

OBJECTIVES

MATERIALS CORRELATION

44.01B The four factors that influenced people to migrate to and settle in Texas, were

_____, _____,
_____, _____.

44.02B Two things that have influenced the food, clothing, and shelter of Texas are_____ and _____.

44.03D Answer TRUE or FALSE

___ The geographic location of Texas led to conflict and war between different groups of people who wanted to control the land.

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Four | 6th Six Weeks

OBJECTIVES | MATERIALS CORRELATION

MODERN TEXAS

45.01B	Finish the sentence. Culture is _____.
45.02B	Name two things that we have today which were influenced by the Spanish culture.
45.03B	Name one thing that we have today which was influenced by the French culture.
45.04B	Name one thing that was influenced by the Mexican culture.
45.05E	The structures of half timber and half stone were influenced by the _____ culture, settling in Central Texas. (German)
45.06E	Name one thing we have today that was influenced by the African culture.
45.07E	Describe in a paragraph the influences other cultures have had on Texas and their contributions.
46.01B	Define the word land in a sentence.
46.02B 46.03B	Complete the sentences with a definition. Labor is _____. Capital is _____.
46.04B	Write a definition for enterprise.

OBJECTIVES		MATERIALS CORRELATION
46.05B	_____, _____, _____, and _____ are examples of factors of production.	
46.06E	Describe the process of oil production from the ground to the consumer.	
46.07E	Describe the production of cattle from raising cattle to the consumer.	
47.01B	List four major economics resources within and among the regions of Texas.	
47.02D	Match the region most often associated with the resource.	
	Coastal Plain oil	
	Great Plains lumber	
47.03E	List three goods found in stores from other regions of Texas.	
47.04B	List two major industries in modern Texas.	
47.05D	Name one major local industry.	
47.06D	Explain why Texas was suitable for cattle ranching in two or more sentences.	
47.07E	Finish the sentence.	
	A cattle trail is _____.	
47.08E	Name one famous cattle trail.	
47.09E	On a Texas map, draw the famous cattle trails.	

OBJECTIVES		MATERIALS CORRELATION
47.10E	List the famous ranches of Texas.	
48.01D	Tell the importance of the railroad to the cattle industry.	
48.02D	Explain the importance of the railroad to the development of cities in Texas in a short paragraph.	
49.01B	Write a definition of conservation.	
49.02B	Answer the question in a complete sentence. Why is conservation important?	
49.03D	List three resources which need to be conserved.	
50.01B	Answer TRUE or FALSE. Texas leads the nation in mineral production, oil and gas supplies.	
50.02D	Explain the importance of Texas as a petrochemical and refining center in a short paragraph.	
50.03B	Texas is known for importing _____ and _____ goods.	
50.04D	On a city map, point to the Port of Houston.	
50.05D	The Port of Houston is important to other states and the world because _____.	

OBJECTIVES		MATERIALS CORRELATION
50.06D	The medical research and related services are important to other states and the world because _____.	
51.01D	Complete the sentence. A Texas State Park is one maintained by _____.	
51.02D	Name one Texas State Park that has historical importance.	
51.03D	Name one Texas State Park that has an area of natural phenomena and beauty.	
51.04E	Complete the sentence. A National Forest is a forest managed by _____.	
51.05E	Name four National Forests in Texas.	
51.06E	On a Texas map, locate and label the National Forests.	
52.01E	Write a definition for wildflower.	
52.02E	Show pictures of Texas wildflowers. Have students write the names of those that can be found locally.	
52.03E	Name two examples of waterfowl found in Texas.	
52.04E	Name two examples of birds of prey found in Texas.	
52.05E	Name two examples of song birds found in Texas.	

OBJECTIVES		MATERIALS CORRELATION
52.06E	List two reptiles in Texas.	
52.07E	List two small mammals in Texas.	
52.08E	Name two large mammals found in Texas.	